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ABSTRACT

This booklet is one of eight developed both as resource guides to assist Wisconsin public schools in offering quality reading instruction and as models for improvement where there is a need for change. This seventh booklet offers guidelines and suggestions for implementing inservice education sessions in literacy education, including a survey of teacher competency needs and resources in reading, suggestions for planning inservice sessions (topics, scheduling, staffing), an evaluation form of a Right to Read workshop, and lists of relevant materials. (AEA)

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Wisconsin Handbook for Reading Improvement

Section G- Inservice



developed by
Wisconsin Right to Read Effort

Wisconsin Department of Public Instruction
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FOREWORD

The ability to read assumes added dimensions and relevance in a constantly changing world. There is increased national and state emphasis on improved reading instruction in public schools in response to changing needs. To equip learners to function effectively as adults in this climate of change, educators are charged with the complex task of offering instruction which will permit all learners to read to the limit of their potential.

The materials in this handbook are presented for two reasons: (1) to provide resources which will assist Wisconsin public schools to continue to offer high quality reading instruction, and (2) to provide a model for improvement where the need for change has become evident. The concepts and activities presented are representative of methods and approaches which hopefully will lead to a keener understanding and full-scale implementation of the components of an effective K-12 reading program.

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Chief, Reading Section*

Wisconsin Handbook for Reading Improvement

- Section A- The National, State & Local Right to Read Effort
- Section B- Right to Read & the Community
- Section C- Advisory Councils
- Section D- Publicity & Public Relations
- Section E- Assessment
- Section F- Staff Roles & Responsibilities
- Section G- Inservice
- Section H- Volunteer Programs

Bulletin No. 0118

SECTION G

INSERVICE EDUCATION

INTRODUCTION

One approach in reaching the Right to Read goal is to provide effective inservice programs related to literacy skills. This section will establish a philosophy for inservice education and offer some guidelines and suggestions for implementing inservice education sessions in literacy.

What Is Staff Development Through Inservice Education?

Activities which are designed to promote greater efficiency and competency in the professional tasks to be performed by the total school staff comprise the staff development program. These activities may take many forms, among which are:

- National conventions and/or conferences
- State and/or regional meetings
- District-wide meetings
- In-house staff meetings
- Retreats
- Workshops
- Classroom demonstrations
- Inter/intra school visitations
- Team planning/teaching
- Independent study
- Exchange of personnel

There is a need for staff development activities when the school's identified objectives and the staff's capabilities to complete those objectives are not compatible. Staff development plans should grow out of an assessment of:

- a. administrative competencies as compared with performance goals for administrators
- b. staff achievement as compared with performance goals for students
- c. staff competencies as compared with performance goals for teachers
- d. school instructional objectives
- e. available resources (money, personnel, facilities, time)

Inservice education provides a necessary element in educational change because it elevates teacher competencies and leads to improved instruction in the classroom. In order for inservice training to bring about significant change or development, administrators and teachers alike must be committed to self-improvement and program development. Effective inservice programs can keep administrators and teaching staff aware of new instructional philosophies.

Who Should Participate in Inservice Programs?

School officials occasionally have a tendency to direct inservice training programs exclusively toward new and inexperienced members of the teaching staff. There are good reasons for providing less experienced teachers with on-the-job assistance as they confront the challenges offered by new positions and new duties.

There is much evidence, however, to support the view that inservice education can be a beneficial experience for veteran teachers as well. It is necessary to provide appropriate training and retraining opportunities for all personnel — administrative, supervisory and instructional — as individuals strive to keep current with professional development and adjust to rapid changes in the modern school curriculum. Inservice education should involve everyone who contributes to the educational program, including the Board of Education, district and building level administrators, professionals and paraprofessionals, clerical staff and volunteers.

Planning Effective Inservice Programs

Ideally professional development is an ongoing activity that serves as an integral part of the school day. Often people equate inservice education with conferences and workshops, failing to recognize the numerous informal opportunities available to help each teacher develop his/her competencies. Professional reading, regular use of the media collection and sharing problem-solving with administrators and faculty are just a few of the ways teachers can continue to learn.

This section deals with planning and implementing inservice programs on a broader scale. Because these group activities traditionally have been poorly organized and executed, teachers might for good reason feel that they are a waste of time. It is especially important, then, for the Right to Read inservice activities to be the best that can possibly be provided.

There are eight steps that should be followed in planning and implementing inservice education programs. Each of these steps will be discussed in this section of the Manual. They are:

- Conducting a pre-assessment
- Writing goals and objectives
- Planning the content of inservice sessions
- Selecting the method of inservice education
- Selecting inservice formats

Creating incentives to participate
Evaluating inservice sessions
Providing follow-up activities

Checklist

"Do's" and "Don'ts" for Staff Development

Do:

1. Involve teachers and administrators in all phases of planning.
2. Relate the activities to the objectives of the school.
3. Make follow-up services available.
4. Provide released time for staff development.
5. Offer incentives for participation, such as equivalency credit, certificates of completion, stipends, recognition.
6. Use a variety of activities to individualize the program.
7. Provide for continuous evaluation.
8. Use evaluation to redesign future activities.
9. Know thoroughly the competencies and expertise of consultants.
10. Jointly plan each consultant's participation with him/her.
11. Allow for flexibility so that immediate and changing concerns can be addressed.
12. Make use of the expertise among the local staff.
13. Plan at the local school level the activities the staff is to pursue.
14. Provide a non-threatening atmosphere for trying out new ideas in the classroom.
15. Offer open sessions for teachers of differing philosophies and values.
16. Give opportunities and incentives for assessment of attitudes.
17. Acknowledge and respect the values and attitudes of teachers.
18. Provide sessions for ventilating feelings and insecurities.
19. Embark only in pursuit of goals formulated by the group.
20. Provide opportunities for social interaction.
21. Schedule activities over a reasonable and adequate time.
22. Provide reinforcement to help teachers in the implementation of new strategies.
23. Avoid lectures, repetitious activities, busywork, etc.
24. Canvass the school and community for all resources.
25. Ensure that staff development is an ongoing process.

Do Not:

1. Impose goals on a school which were not developed in that school.
2. Plan activities in a vacuum.
3. Conduct staff development after school hours on a school day.
4. Schedule activities on Friday afternoon.
5. Assume that everyone has the same needs and interests.
6. Attempt to accomplish too much in any one activity.
7. Schedule too many activities in an inadequate period of time.
8. Assume that one exposure to an idea will bring about change in teacher behavior.
9. Utilize one method of presentation consistently.
10. Hire consultants whose abilities and techniques are unknown.

11. Impose personal values and attitudes on staff members.
12. Ignore unrest and dissatisfaction among staff members.
13. Overlook the talents and expertise of local personnel.
14. Pursue unrealistic goals.
15. Make staff development a "one-shot" deal.
16. Schedule prolonged activities without breaks.
17. Allow a vocal minority to force its will upon the majority.
18. Rely upon one kind of evaluation instrument to determine the effectiveness of many types of staff development activities.
19. Fail to use all available resources in the school and community.

Conducting a Pre-Assessment

Identification of perceived needs, interests and available resources is the first step toward planning an effective inservice program.

This pre-assessment can be conducted by a steering committee composed of a representative sampling of teachers and administrators. Principals and district administrators will be able to interpret the assessment from an administrator's point of view and provide needed support and encouragement.

The composition of the steering committee may vary from one school district to another. A large school district's steering committee might include teachers and administrators from several schools, or there may be a number of committees to represent various schools in the district. A small school district may have only one school involved, in which case teachers from that building would serve on the steering committee.

Involvement from a greater number of people can be encouraged by limiting the term of the steering committee members to one year or rotating the terms so that one third of the membership would be new each year. The latter plan provides for greater continuity from year to year for the total staff development program.

By being involved in the planning stages, staff members are more inclined to make a commitment to the inservice program because it is developed by them rather than being dictated from above. This can mean greater effort on their part to insure that the program will succeed.

Some ways that the committee might obtain information on needs and resources are:

- Prepare a questionnaire to survey faculty interest or perceived needs
- Develop a form to identify staff members who have competencies that could be shared during the inservice sessions
- Identify materials or resources available for teaching literacy skills

On the following pages you will find a sample pre-assessment survey form and a survey of teacher competency needs and resources. Both of these questionnaires are designed to help identify how staff members could benefit from individual and/or group staff development activities.

**Pre-Assessment Survey Form
Inservice Education for Right to Read**

The Inservice Committee at _____ School will be planning a variety of Right to Read staff development activities. To help us meet your needs more effectively, please complete this form and return it to the office by _____ (date)

DIRECTIONS: Please number in order of importance the areas in which you feel you need additional help in order to bring Right to Read into your classroom.

- _____ Scope and sequence of reading skills
- _____ Interpretation of standardized test data
- _____ Diagnosing individual instructional needs
- _____ Remediation techniques
- _____ Methods of determining the appropriateness of materials
- _____ Directed Reading Thinking Activities
- _____ Use of reading expectancy formulas
- _____ Determining the reading difficulty level of books
- _____ The Language Experience Approach
- _____ Reading in the content areas
- _____ Learning disabilities and reading
- _____ Individualizing reading
- _____ Using volunteer reading tutors in the classroom
- _____ Other (specify) _____

Please list below the reading courses you have completed in college or by extension.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

What supplementary reading materials do you presently find most effective in your classroom?

Are you using a technique to teach literacy skills which you would like to share with others? _____ If so, please describe it briefly.

Is there someone within or outside of the district who is using a technique or method you would like to see demonstrated? If so, please give the name and location of the person to contact.

Name _____

Location _____

Survey of Teacher Competency Needs And Resources in Reading

DIRECTIONS: Listed below are teacher competencies related to reading and literacy instruction. Please indicate whether or not you would like assistance in each area. If you are willing to help others, or if you know of resources that might be used for staff development activities in an area, please indicate this in the column labeled "Resources."

AREA OF COMPETENCY	NEEDS			RESOURCES
	I feel confident in this area	I would like a little more help	I would like considerable help here	
I. Use instruments to measure group reading achievement and attitudes				
a. Select needed instruments				
b. Construct surveys if necessary				
c. Interpret the findings				
d. Determine implications on reading program development				
II. Develop and/or refine reading programs				
a. Identify a process for reading program development				
b. Develop criteria for program evaluation				
c. Become familiar with the psychology of learning (including reading and thinking)				
d. Know the structures and dialects of the English language				
e. Understand how cultural differences affect reading				
III. Diagnose and treat individual reading difficulties				
a. Identify skills to be taught				
b. Identify, evaluate or develop diagnostic instruments				
c. Use the instruments and interpret the findings				
d. Select appropriate approaches to teach reading to individual students (see following list)				
1. language experience approach				
2. literature approach				
3. meaning approach				
4. linguistic approach				
5. individualized instruction				
6. programmed learning				
7. other (s)				
e. Select, use and evaluate materials and methods to teach the following:				

AREA OF COMPETENCY	NEEDS			RESOURCES
	I feel confident in this area	I would like a little more help	I would like considerable help here	
1. readiness 2. word recognition 3. comprehension 4. reading rate flexibility 5. study skills 6. oral fluency and expression 7. levels of questioning and thinking 8. other (s) f. Keep records of pupil progress IV. Motivate students, colleagues and the community a. Individualize instruction based on interests b. Establish learning centers c. Use student contracts d. Organize cross-grade peer tutoring in reading e. Involve parents and other community members f. Enhance interpersonal communication among the faculty V. Participate in professional development in reading instruction a. Know how to determine the readability of materials b. Locate and use professional literature c. Participate in inservice activities d. Share ideas informally with other staff members				

Writing Goals and Objectives

Once the pre-assessment is completed, goals and objectives of the Right to Read inservice program can be established. Representative staff members should be involved in setting goals and objectives and in planning the content of the inservice program. A logical way to provide for this is to retain the members of the steering committee to plan inservice sessions. The steering committee will be familiar with the dimensions of staff needs and attitudes, the constraints and strengths of the situation and the talents in the group to be shared.

The need or overall goal determined by the pre-assessment should be more specifically stated in behavioral objectives for the benefit of the inservice leaders and participants. The following is an example of an inservice goal and two objectives.

Goal — To improve each teacher's ability to use reading diagnostic tools in the classroom.

Objectives — 1) The teacher will be able to prepare, administer, score and interpret the cloze procedure.

- 2) The teacher will be able to prepare, administer, score and interpret an informal reading inventory.

Planning the Content of Inservice Sessions

The first task of those involved in planning inservice sessions is to clarify the purposes of the staff development program. Inservice experiences sometimes arouse negative feelings because they are time-consuming and often do not bring about permanent change. One way to counteract this negative attitude about a staff development program is to present at the beginning a clear picture of what the activities are designed to achieve. Establishing the purpose gives participants a clear direction for moving into the activities ahead.

Listed below are six guide rules to remember when planning the content of inservice sessions.

1. Summarize the results of the pre-assessment survey.
2. Define goals, objectives and desired outcomes.
3. Base each inservice session on identified instructional help the teachers have requested.
4. Keep the inservice program flexible.
5. Provide for follow-up activities and individual work.
6. Plan adequate time for the inservice activities.

Next you will find a listing of topics that might be covered during inservice sessions.

Topics to be Considered For Inservice Sessions

How to Involve Parents in Reading Instruction
Approaches to Teaching Reading (Language Experience, Phonics, Linguistic, Basal Reader, etc.)
Reading and Early Childhood Education
Language Development
Word-Attack Skills
Comprehension
Study Skills
Reading in the Content Areas
Improving Literary Appreciation
Diagnosing Reading Problems
Linguistic Backgrounds and How They Relate to Reading
Special Reading Problems
Improving the School Reading Program
Using Media and Library Resources Effectively
Discovering What Materials and Resources Are Available
Local Production and Use of Instructional Materials
Using Peer or Parent Tutors in the Classroom
Getting Acquainted with New Books and Media
Individualizing Instruction
Using the Newspaper in the Classroom
Readability
Motivating Students to Read

Selecting the Method of Inservice Education

The decision about the type of inservice design should reflect information obtained in the needs and resources assessment. There are numerous options of providing staff development programs.

Single building, multi-building or district-wide inservice

Inservice sessions for one school building may be designed to address the specific needs of the faculty in the school. Teachers may be organized as a total unit, by grade level, content area or interest. Inservice sessions for several buildings would enable them to combine resources to work together in solving common problems. District-wide inservice sessions dealing with general topics in reading could be provided for groups of elementary teachers, middle school teachers or senior high school teachers. Topics which have been identified as general areas of need by a majority of the teachers in the system would be addressed here. Two school systems might join forces to study their existing reading programs and plan for needed changes.

Inservice methods

Inservice education through college courses in reading can often be arranged. Staff members should receive college credit for their involvement in these courses. This can benefit their position on the salary scale as well as updating their knowledge about reading instruction.

Many school districts provide for staff development through summer or weekend workshops, reading share-ins, and conferences for principals and classroom supervisors. Another approach might be a summer practicum in which staff members teach part of the morning and attend an inservice course for the remainder of the morning. Under this design, techniques intended to improve the teaching of reading presented during the course can be used and evaluated for their effectiveness immediately.

In addition to district inservice sessions, attendance at state and national conferences should also be considered. Such conferences provide numerous opportunities for sharing ideas and obtaining up-to-date information.

A special staff development opportunity for teachers seeking solutions to persistent instructional problems is afforded by a well-developed professional library. Schools have a responsibility to assemble a wide variety of current professional literature for staff use. Textbooks, periodicals, journals, research reports and other publications on reading and communication skills should be available for easy access by teachers of all subjects and all grade levels. Comprehensive memberships in professional organizations such as the International Reading Association and the National Council of Teachers of English provide a convenient means for schools to acquire a broad selection of professional reading materials.

Scheduling Inservice Sessions

During the regular school year, inservice sessions may be scheduled after school, in the evening, in the morning before students arrive, or on Saturday mornings. However, teachers do not do their best work at these times. A better alternative is to provide released time for teachers to attend inservice sessions. Some of the most effective inservice programs have combined instruction in the summer, before school starts, with group meetings, individual observations and consultations during the school year.

Locations which provide for adequate supplies, equipment and comfortable surroundings should be selected.

Providing follow-up assistance

Short-term inservice programs are largely ineffective in changing teachers' classroom practices if there is no follow-up. The more creative teachers can take an idea and try it in their classrooms without any additional help. But most teachers need some assistance in implementing new methods, materials, and ideas in their ongoing programs. Teachers often feel that anything new is supplemental and not essential; thus, if they try a new idea, something else should be eliminated. On the contrary, teachers need to be aware of how new elements can combine with old ones that are effective for them.

The resource person or inservice leader should be available to help the participants, once they are back in the classroom, with the implementation of selected ideas acquired during the inservice session. Occasional follow-up meetings in which problems or questions are presented for open discussion can strengthen the original workshop goals and objectives.

On the following pages you will find a description of eight basic strategies that can provide effective opportunities for staff development.

Strategies for Staff Development

Generally, teachers prefer programs which differentiate among teachers at different grade levels and with different terms of experience. Some staff development models are:

a. Teamwork between a consultant and individual teachers

This approach can change attitudes toward specific student behaviors and increase teacher knowledge of principles and methods.

b. Teamwork between a consultant and a group of teachers

In this model, teachers can discuss problems, suggest solutions and share ideas on teaching techniques and instructional materials. The consultant may serve as a catalyst to improve the sharing. These sessions foster confidence in abilities to teach and satisfaction in the development of materials.

c. College or university courses in reading

Colleges and universities provide many on-campus and extension courses to help teachers function more effectively in the classroom. This opportunity for continuing education is practical, effective and highly regarded by many teachers.

d. Team planning and teaching

Team planning and teaching foster enrichment and behavior analysis and modification. Teachers are naturally motivated to produce their best. Further, the planning allows a teacher to create situations in which his/her teaching strengths may be exemplified. New materials, techniques and styles can be encouraged and examined in these sessions.

e. Inter/intra school visitations

Stimulating experiences have been reported from teachers who have had the opportunity to visit the classrooms of

other teachers while instruction is in progress. Such visits should include preplanning before the observation and a follow-up conference with the observed teacher.

f. Workshops

The workshop activity may take many forms. Such sessions may provide opportunities to

- develop instructional materials
- examine instructional methods and procedures
- study curriculum
- promote group dynamics
- interact with consultants

g. Conferences

Conferences are especially useful for developing helping relationships among teachers, consultants and other resource persons. These conferences provide for individual and group interaction about common observations, problems and concerns. Conferences are most useful in broadening perspectives beyond the classroom experience.

h. Videotaped microteaching

This technique permits the interested teacher to watch a demonstration on video tape, prepare a short lesson and practice it on an experimental class. The lesson is videotaped so that the student teacher may analyze and reteach until he/she feels sufficiently competent with the skill. This provides the teacher with the opportunity to practice new skills under a simpler set of circumstances than those found in the regular classroom.

Selecting Inservice Formats

With the availability of a wealth of format options, programs need not be tied to the lecture-type session that is so common. Although the lecture is appropriate for many purposes, other formats help make the instructional strategy more effective and enhance interest and motivation.

The inservice sessions should be exemplars of sound instructional practices. Because teachers emulate models, they might change their behavior with students as they experience new classroom environments during the inservice programs. Used correctly, a variety of individual and group activities and educational media can strengthen inservice sessions.

Staff development activities should be adjusted to meet the individual differences of participants. The readiness of individuals to participate profitably should be considered. Planning ways to relate to previous experience, accounting for individual differences in levels of development and expertise and serving immediate needs all help inservice programs go smoothly.

Inservice sessions may be conducted by the local Right to Read director, a reading specialist, classroom teachers or supervisors, an outside consultant or an administrator. Far too often classroom teachers are overlooked as being able to provide inservice education. Some of the best inservice programs are staffed by teachers themselves, who divide responsibilities, take turns doing demonstrations and share ideas comfortably. Because they are familiar with

both the needs and objectives of the inservice, they organize activities that are sometimes more practical than those which an outsider can offer.

Activities should be structured so that at the end of each session, the participants are practicing what they will be doing in the classroom or in other learning situations. Merely talking about a topic or concept will not necessarily change one's teaching practices. The potential for transfer increases if the learning activities closely approximate the desired behavior. Activities such as simulation and role playing are effective in achieving actual transfer into classroom practices. If the objective is to make participants aware of what is going on in another grade or school, activities that require a lower level of involvement are effective. The amount of participation and the type of experiences planned should be selected with the desired outcomes in mind.

Various formats to be considered are:

- Lecture approach
- Seminars
- Research sessions
- Discussion of Research
- Study groups
- Brainstorming
- Demonstrations
- Role playing
- Circulating literature packets
- Video-taped sessions
- Self-evaluation of video-taped sessions recorded in the teacher's classroom
- Films
- First hand experiences
- Mini-courses
- On-site visitations
- Work-study sessions

Creating Incentives to Participate

To encourage active participation of teachers and other staff in inservice programs over an extended period of time, a system of tangible rewards should be developed. Probably the strongest incentive for teachers to be involved is their awareness that the inservice sessions will provide information which can be used in their teaching situation. Districts can also provide college credit courses, advancement in pay steps or released time as incentives.

Evaluation

Two kinds of evaluation can occur. First, planned inservice sessions for groups of teachers should be evaluated upon completion. Second, a record and evaluation of individual staff development activities might also be useful.

Evaluation of Inservice sessions

A post-assessment should be carried out to determine whether or not goals and objectives were met. This process can also provide guidance for future inservice sessions and identify experiences or activities which achieved the best results. Examples of questions which might be asked in an inservice evaluation are:

- Did the inservice session meet established goals?
- Will the inservice program improve classroom teaching practices?
- Did the participants feel that the scheduling, location and format of the sessions were conducive to learning?
- Were the people in charge of the program sensitive to the needs of the participants?

On the following pages you will find portions of an evaluation form which was developed by the Illinois Office of Education staff for use at a mini-workshop.

Evaluation Right to Read Mini-Workshop

Directions: To determine whether or not the workshop met your needs and the established objectives, please provide your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below.

Evaluation Criteria

- | | | |
|--|-------------------------------|---------------|
| 1. The organization of the workshop was | Excellent
5 4 3 2 1 | Poor |
| 2. The objectives of the workshop were | Clearly Evident
5 4 3 2 1 | Vague |
| 3. The overall contribution of the resource people was | Excellent
5 4 3 2 1 | Poor |
| 4. The ideas and activities presented were | Very Interesting
5 4 3 2 1 | Dull |
| 5. The scope (coverage) was | Very Adequate
5 4 3 2 1 | Inadequate |
| 6. My attendance at this workshop should prove | Very Beneficial
5 4 3 2 1 | Of no benefit |
| 7. Overall, I consider this workshop | Excellent
5 4 3 2 1 | Poor |

The stronger features of the workshop were:

The weaker features were:

Would you like further help on any of the topics presented at the workshop? If so, please list them.

EVALUATION OF SMALL GROUP SESSIONS

ESTABLISHING A SECONDARY INDIVIDUALIZED READING PROGRAM: Excellent Above Average Average Poor
FACULTY INSERVICE, READING IN THE CONTENT AREAS AND STUDENT
MOTIVATION

Comments:

CURRENT DEVELOPMENTS IN THE NATIONAL RIGHT TO READ EFFORT Excellent Above Average Average Poor
Comments:

ROLES AND RESPONSIBILITIES OF THE LOCAL RIGHT TO READ DIRECTORS, SCHOOL ADMINISTRATORS AND RIGHT TO READ ADVISORY COUNCIL Excellent Above Average Average Poor

Comments:

THE RIGHT TO READ EFFORT: STRATEGY FOR EDUCATIONAL CHANGE Excellent Above Average Average Poor
Comments:

Evaluation of individual staff development activities

The school might find it useful to keep a record of individual staff development activities. This focuses on special projects, courses or activities completed by each teacher and offers an opportunity to evaluate the activity. It also

provides those teachers who constantly continue their education and update their skills with a way of having their efforts recognized and on file.

Following you will find a sample Staff Development Log.

STAFF DEVELOPMENT LOG

Name of teacher _____

School _____

Name of principal _____

Staff development objective:

Activities to complete the objective	Evaluation of activity by teacher	Evaluation of Activity by Principal	Suggestions for further study

Checklist of Activities in Planning Inservice

- _____ Prepare and conduct a survey to define needs and interests.
- _____ Establish goals and objectives based on those needs.
- _____ Identify resources available to be used in the program. This includes expertise and materials within and outside of the district.
- _____ Select activities to achieve objectives.
- _____ Choose the dates and locations of the sessions.
- _____ Prepare the agenda.
- _____ Announce the training program.
- _____ Collect materials, supplies and audio-visual equipment needed. Be sure to include extra bulbs, extension cords, adapters, etc.
- _____ Arrange for coffee, lunch and other accommodations.
- _____ Prepare the instrument to evaluate the effectiveness of the workshop.
- _____ Arrange the room physically for the most effective learning.
- _____ Display materials.
- _____ Conduct the workshop.
- _____ Evaluate the results.
- _____ Outline follow-up activities.

Rate Your Inservice Education

Directions: Check each statement which accurately describes the inservice program at your school.

- _____ Teachers have the major influence in determining what their inservice program is to be.
- _____ A system for assessing competency needs of all professional staff is in use.
- _____ Inservice sessions are intrinsically satisfying to participants.
- _____ Each teacher has the opportunity to learn how to do his/her job better.
- _____ Teachers have the chance to learn from colleagues in the same school or district.
- _____ Faculty members have the opportunity to visit schools and teachers in other locations.
- _____ The Board of Education sees inservice education as an integral part of quality classroom instruction.
- _____ There are opportunities for teachers to prepare for career advancement.
- _____ Administrators receive inservice education.

- _____ The inservice program offers alternatives besides college courses or workshops.
- _____ The resources of nearby teacher education institutions are utilized in planning and implementing inservice programs.
- _____ The community understands and supports the need for inservice education.
- _____ The school district bears the cost of inservice education for all staff.
- _____ There are tangible rewards for inservice growth.

If you were able to check only a few of the above items, the students and teachers in your school are probably being short-changed. It is time to improve inservice education opportunities for teachers and administrators.

Adapted with permission from *Today's Education*, March-April, 1974, p. 43.

Issues in Staff Development and Utilization

The questions listed below will help the local Right to Read director understand the extent of each issue named. They are awareness-raising questions, for which answers can be sought in each school or educational program.

Involvement of Total Staff in Reading

1. How can the importance of reading be communicated to all staff members?
2. What are the ways to demonstrate the concept "Every teacher is a teacher of reading?"
3. How can each teacher understand the contribution he/she is making or could make to the teaching of reading?
4. How can the reading skills to be taught at each grade level or in each subject area be identified?
5. Do the use of performance goals relate to the involvement of total staff? In what way?
6. How can parents help in the effort to involve total staff?
7. What can be done to prevent excessive overlap from one subject to another?
8. How do teachers feel about their role in the teaching of reading?
9. Should the custodial and clerical staff be involved in staff development? How?

Stimulating Staff Development

1. What effect does each of the following have on encouraging staff development?
 - a. money
 - b. prestige
 - c. career advancement
 - d. equivalency credit toward additional certification
 - e. unwritten expectations of peers and administrators
 - f. self-improvement
 - g. alleviating existing problems
 - h. inspiration

I. parental pressure

2. What are the advantages and disadvantages of each item above in stimulating staff development?
3. Which seem to offer the greatest incentive for total or near total staff involvement?
4. How feasible are some of these incentives?
5. What can be done to help teachers see the need for staff development?

Full Utilization of Staff Competencies

1. How can the competencies of each staff person be determined?
2. Does differentiated staffing offer a technique for full use of staff competencies?
3. What is the result of not utilizing staff competencies?
4. How helpful is a review of a person's transcript in determining his/her competencies?
5. What are some alternative methods for determining staff competencies?
 - a. instruments
 - b. observation
 - (1) self-determined
 - (2) externally determined

Defining Roles and Responsibilities

1. Who are the members of the reading improvement effort in any school?
2. How do each of these people perceive their roles? How can the roles of individuals be enhanced while allowing for agreement on purpose and goals, resolution of conflict, elimination of duplicated effort?
3. What are the roles of the
 - a. community
 - b. Board of Education
 - c. central administration
 - d. principal
 - e. building staff
4. Can study groups—staff and citizen—help define roles?
5. Are new patterns of organization implicit in the redefinition of roles and responsibilities?

Paraprofessionals

1. How does the use of paraprofessionals interface with existing staffing patterns?
2. How do paraprofessionals view their roles?
3. How do teachers view the role of paraprofessionals?
4. How can teachers be trained to make more effective use of paraprofessionals?
5. How can paraprofessionals strengthen the existing reading program?
6. Where can potential teacher aides be found in the community?

7. What should be the educational background of paraprofessionals?

8. Should paraprofessionals be paid or volunteer?

9. What preservice and inservice education is needed if paraprofessionals are used?

Tutoring Programs

1. When is there a need for tutoring?
2. Should tutoring be part of the regular school program?
3. Who should be involved in tutoring?
4. How does the use of tutors interface with the effort to individualize instruction?
5. How can tutors be recruited from the school and community?
6. What are some alternative reading tutor program models?
7. What preservice and inservice educational opportunities should be available to tutors and faculty?

Reading in the Content Areas

Because reading in the content areas is repeatedly a concern in staff development at the junior high and high school level, a checklist for content area teachers has been made available here. For your further information a bibliography is also included.

A Checklist For Content Area Teachers

Do you

- know the reading levels of your pupils and provide suitable texts and other materials? Reading material that is too easy or too difficult encourages inattention and may result in little or no learning.
- check the readability of texts and the main supplementary books?
- introduce the textbook properly—discuss title; authors and their qualifications; preface, including author's purpose in writing the book; pattern of organization; and helps found in the book?
- help pupils set purposes for reading to encourage comprehension?
- try to make certain that pupils understand how to read type, italics, diagrams, pictures, maps, charts, graphs, topic sentences, signal words, etc., to improve comprehension and interpretation?
- show pupils a plan of study for mastery of content?
- help pupils with study aids such as locating the main idea, outlining and notetaking?
- teach the use of context clues in reading?
- help pupils learn important vocabulary, including new uses of familiar words?

- make provision for review of vocabulary and concepts?
- concentrate on the needs of pupils rather than on getting through the textbook by the end of the year?
- allow time for pupil discussion? This enables you to check on skills and correct erroneous ideas.
- give help in the pronunciation of words, including clues or tips for figuring out words?
- use multi-level materials to meet varying needs?
- help pupils relate what they read to their own background?
- encourage pupils to read widely, using critical reading skills?

- make certain that discussions promote habits of critical listening and thinking?
- recognize that pupils "read with their experiences"?
- understand that concepts can be influenced by knowledge of facts, experiential background and maturity?
- use visual, auditory and other aids to enrich learning?
- include a variety of comprehension skills beyond the factual ones, such as seeing relationships of time, place, cause and effect, reading for inferred meanings, drawing conclusions, etc.?

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